

Bowls Club Coach Workshop



National
Coaching
Certification
Program



2021 © Bowls Canada Boulingrin and Coaching Association of Canada

WELCOME BOWLS CLUB COACHES!



- **LF “Welcome Speech”**

(Maximum 1-minute because you know how we coaches love to talk!)

- **LF Hot Seat**

(The LF(s) must share all of the following with the participants)

- What is your name? Where are you from?
- Which hats (roles) do you wear in bowls?
- Share two (2) highlights of your bowls career
- Share an embarrassing moment as well
- What do you love most about bowls?
- What is one thing we should know about you?

LF = Learning Facilitator aka coach developer or workshop instructor

LET'S DO A QUICK TECHNOLOGY CHECK!



- _____ ● Turn camera on
- _____ ● Mute / Unmute
- _____ ● Reactions
- _____ ● Raise hand
- _____ ● Chat Box

WORKSHOP DOCUMENTS



- Coach Workbook
Bowls Long Term Athlete Development (LTAD)

*If using the electronic document (PDF) on your computer
for the workshop:*

- Open all your PDFs in Adobe Reader, not in your browser
- Chrome, Safari, Internet Explorer, etc.)
- Can you write in the fillable sections?

BOWLS CLUB COACH WORKSHOP LEARNING OUTCOME



The primary goal of this workshop is to help you develop the following competency:



WORKSHOP OVERVIEW



SESSION 1

3.5 hrs

The National Coaching
Certification Program
(NCCP)

Participant-Centered
Coaching

Meaningful Competition for
a Lifetime

SESSION 2

3.5 hrs

Safety

Making Ethical
Decisions

SESSION 3

In-person

Explaining and
Demonstrating Bowls Skills

Selecting and
Implementing Purposeful
Games

Putting it All Together

INTRODUCE YOURSELF



Activity - Express Introduction

In 30 seconds or less, tell us:

- What is your name?
- Where are you from?
- Which club are you affiliated with?
- What you love most about bowls?

(Why only 30-seconds? A lot to cover with limited time available and good coaching is using as few words as possible to clearly communicate a message - might as well start practicing right away!)



SESSION 1 OVERVIEW

- The National Coaching Certification Program (NCCP)
- Participant-Centered Coaching
- Meaningful Competition for a Lifetime

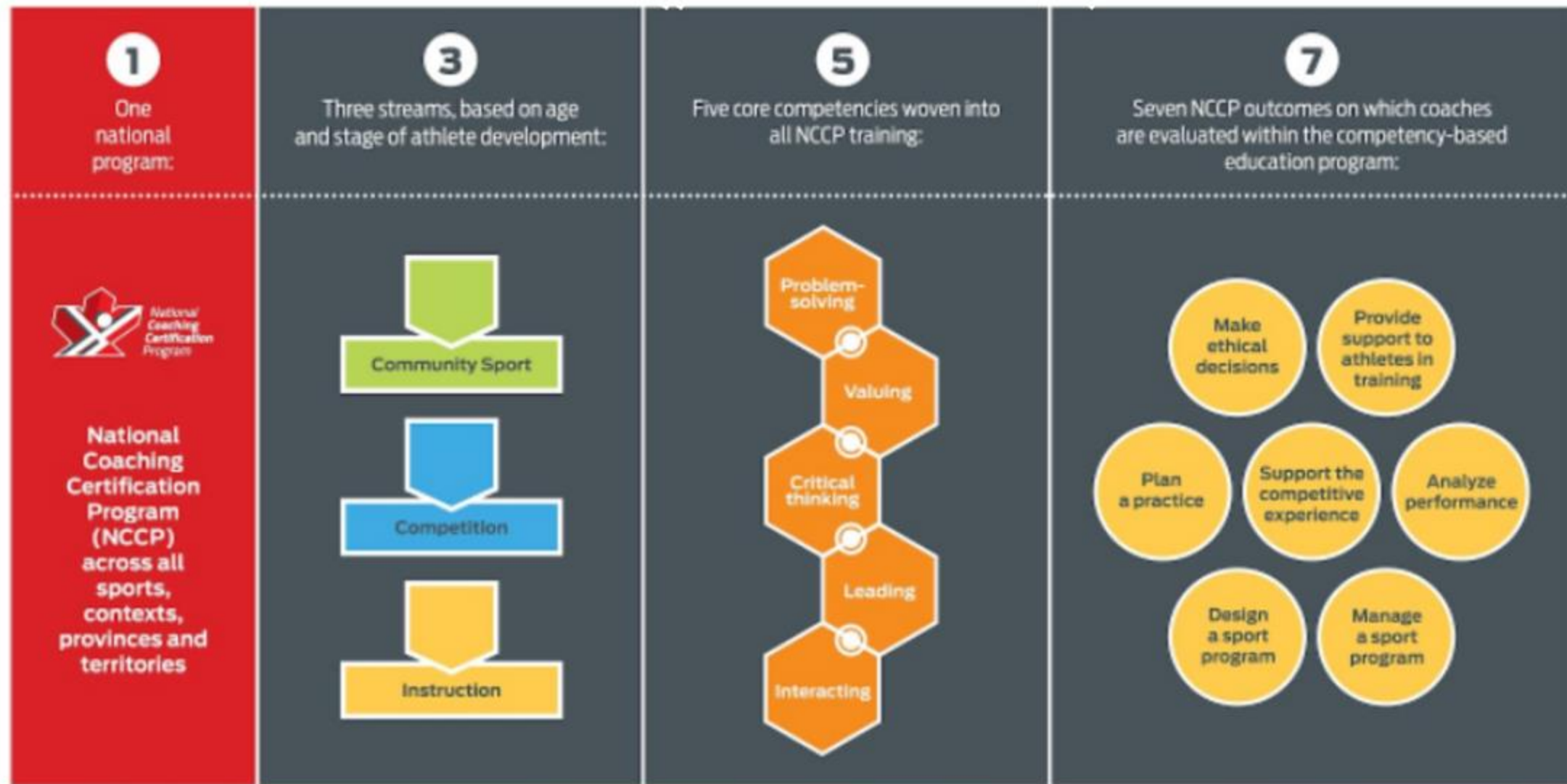




1 | THE NATIONAL COACHING CERTIFICATION PROGRAM (NCCP)

WHAT IS THE NCCP?

The NCCP 1-3-5-7 definition





BOWLS CANADA COACH DEVELOPMENT MODEL: AN OVERVIEW





BOWLS CANADA BOULINGRIN

COACH DEVELOPMENT MODEL



NCCP COMMUNITY SPORT STREAM

CLUB COACH

(LTAD: Getting Started)

- Coaches participants who are in club recreational programs
- Coaches participants who are of intermediate and advanced skills level but who do not want to compete seriously
- Coaches participants of all age category (junior, adult, senior)
- Introduces the game to participants who are beginners
- Introduces the game to participants who are all age categories (junior, adult, senior & people with a disability)

AVAILABLE
through BCB

NCCP COMPETITION STREAM

COMPETITION COACH

(NCCP Competition-Introduction)
(LTAD: Train to Play/Learn to Compete)

- Coaches athletes who are in club competitive programs.
- Coaches athletes who are of intermediate and advanced skill levels and who want to compete successfully at the provincial level.
- Coaches athletes in Provincial and National tournament competitions.
- Coaches participants of all age categories (junior, adult, senior, and people with a disability).

AVAILABLE
through BCB

PERFORMANCE COACH

(NCCP Competition-Development)
(LTAD: Train to Compete)

- Coaches athletes who are of intermediate and advanced skill levels and who want to compete successfully at the national level.
- Coaches athletes in Provincial and National tournament competitions.
- Coaches athletes wishing to compete internationally.
- Coaches participants of all age categories (junior, adult, senior, and people with a disability)

AVAILABLE
through BCB

AVAILABLE
through Canadian
Sport Institutes

COMPETITION HIGH PERFORMANCE COACH

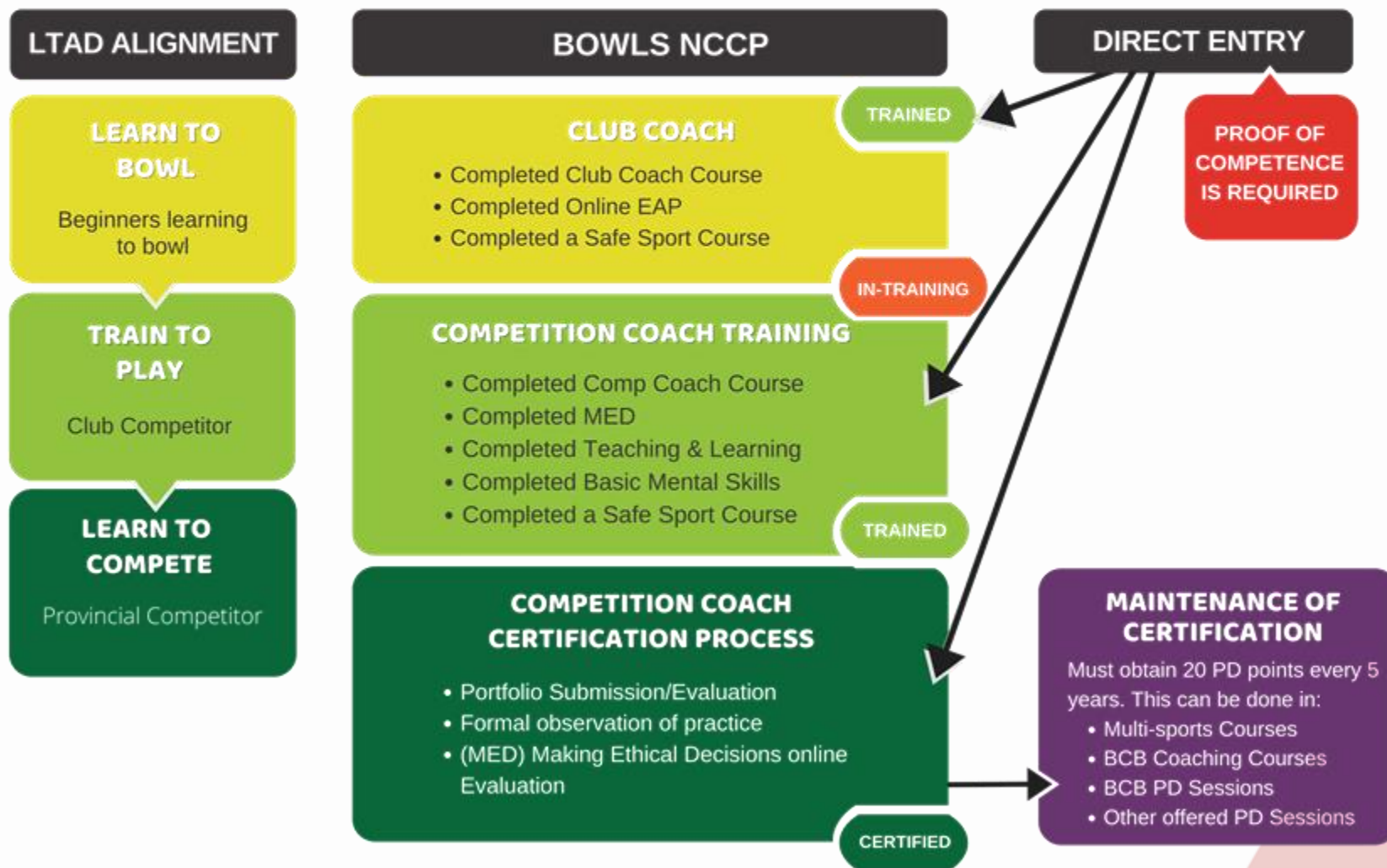
(ADVANCED COACHING DIPLOMA)
(LTAD: Train to Excel)

- Coaches athletes who are National level and International level players.
- Coaches athletes at international tournaments.
- Coaches participants of all age categories (junior, adult, senior, and people with a disability).



BOWLS CANADA BOULINGRIN

NATIONAL COACHING CERTIFICATION PROGRAM PATHWAY



BOWLS CLUB COACH



Context: The Bowls Club Coach workshop is designed to train coaches who will be working in a club environment with a wide range of beginner bowlers to introduce the basic skills of lawn bowls.

Certification: Upon completing this workshop, Coaches will be NCCP *Trained*, and will have achieved this status: *Bowls Club Coach*.

NOTE: Explain the difference between *Trained* & *Certified*. *Bowls Club Coaches can only be trained, not certified.*



2 | PARTICIPANT-CENTERED COACHING

PARTICIPANT-CENTERED COACHING



Rationale: Understanding the context in which you are coaching is an important first step in becoming a good coach.

Objective: To understand that participants of different ages may participate in sport for different reasons.

Process: Will consist of a series of mini-presentations, individual and small-group activities.



2.1 | WHAT MAKES A GOOD COACH?

WHAT MAKES A GOOD COACH?



Activity: Think-Pair-Share

- **Think** (*3 minutes*)

An individual reflection on what makes a good coach. List all the behaviors, values, characteristics, and skills that you can think of in table 2.1.1 in Coach Workbook.

- **Pair and Share** (*5 minutes*)

Coaches will be divided into pairs inside breakout rooms to share and discuss what makes a good coach.

CHARACTERISTICS OF A GOOD COACH





2.2 | REASONS INDIVIDUALS PARTICIPATE IN SPORT

WHY INDIVIDUALS PARTICIPATE IN SPORT?



Activity - Individual Reflection (2.2.1)

- Complete the table 2.2.1 in the Coach Workbook.
- Time: *5 minutes*

| COLUMN 1 | COLUMN 2 |
|-------------------------------------|--|
| Why I participated in sport... | Why do I think youth participate in sport today... |
| | |
| Why I participated in bowls today.. | Why I think adults participate in bowls as a new activity... |
| | |

WHY INDIVIDUALS PARTICIPATE IN SPORT?



Activity - Collective Brainstorming *(5 minutes)*

- List in the chat box what you think are the primary 2 reasons why individuals participate in sport.
- The Learning Facilitator will read them aloud as coaches post their responses and comment.

GENERAL MOTIVES IN PARTICIPATING IN SPORTS



Affiliation: Wanting to be part of a group or team, a desire to have positive and friendly relations with others.

Achievement: The desire to grow and improve, to reach a goal; a wish to improve, master new skills, and pursue excellence.

GENERAL MOTIVES IN PARTICIPATING IN SPORTS



Sensation: A desire to experience playing the game; a desire to experience the sights, sounds, and physical feelings surrounding a sport or the excitement in a sport.

Self-direction: The desire to have a sense of control of their lives, to feel in charge.

TOP REASONS YOUTH PARTICIPATE IN SPORT



1 To have fun

2 To learn new skills



4 To be with friends

3 To be active

Source: Ewing and Seefeldt, 1988.

TOP REASONS YOUTH GIVE FOR DROPPING A SPORT



Top Reasons Youth Give for Dropping a Sport

- Loss of interest
- Not having fun
- Taking too much time
- Coach was a poor teacher
- Too much pressure (worry)

Source: Ewing and Seefeldt, 1988.

Top Reasons Youth Give for Getting Involved Again in a Sport They Dropped

- Practice was more fun
- I could play more
- Coach understood players better
- There was no conflict with studies
- Coaches were better teachers
- There was no conflict with social life



Activity - Individual Reflection (2.2.5)

- Read section 2.2.5 in the Coach Workbook and summarize the key points on what motivates adult participants.
- Time: *5 minutes*

WHAT MOTIVATES ADULT PARTICIPANTS



Activity - Buzz Groups

- Break into small groups of 3-4 coaches and each group discusses the following questions: (*5 minutes*)
 - *What motivates YOU to participate?*
 - *What's different between adult and youth motivations?*
- One representative of each group share one key takeaway of their discussion with the whole group (*1 minute per group*)

GENERAL MOTIVES IN PARTICIPATING IN SPORTS



Activity - Individual Reflection (2.2.6)

- Complete table 2.2.6
- Time: *5 minutes*

| Participant Need | This is what I can do to meet that need for Youth Participation | This is what I can do to meet that need for Adult Participation |
|--|---|---|
| Affiliation: wanting to be part of a group or team | | |
| Achievement: the desire to grow and improve, to reach a goal | | |
| Sensation: a desire to experience playing the game | | |
| Self-direction: the desire to have a sense of control of one's life | | |



2.3 | COACHING ADULT PARTICIPANTS

BOWLS CLUB COACHES' REALITY



“The majority of bowlers Club Coaches work with are adult participants. They play bowls primarily for recreational purposes.”

As a Bowls Club Coach, it's important to:

- Understand their motivations
- Be familiar with the general guidelines and considerations related to coaching adult participants

Source: Schuknecht, J, Bowls Canada Boulingrin (2021)



Activity - 4-minute Debate

- Group divides into pairs
- One coach becomes *Debater A* and the other *Debater B*
- Debater A strongly believes you coach youth and adult the same way
- Debater B strongly believes you must adapt your coaching to adult participants
- In a breakout room, Coach A and B debate their position for 4 minutes.

COACHING ADULT PARTICIPANT



*“Whether you coach younger or adult participants, a key consideration is the individual and need to **get the most out** of the sporting experience.”*

*“When coaching adult participants, **adapt** and **adjust** your approach slightly taking into consideration the maturity, life experience, motivations, physical characteristics and health conditions.”*

COACHING ADULT PARTICIPANT GENERAL GUIDELINES



- Adapt and adjust their training to their physical characteristics and health conditions. They are older and the risks are greater.
- Use a “mentor-mentee” approach and relationship. They are often more self-motivated and less likely to respond well to “command” styles of coaching.

COACHING ADULT PARTICIPANT GENERAL GUIDELINES

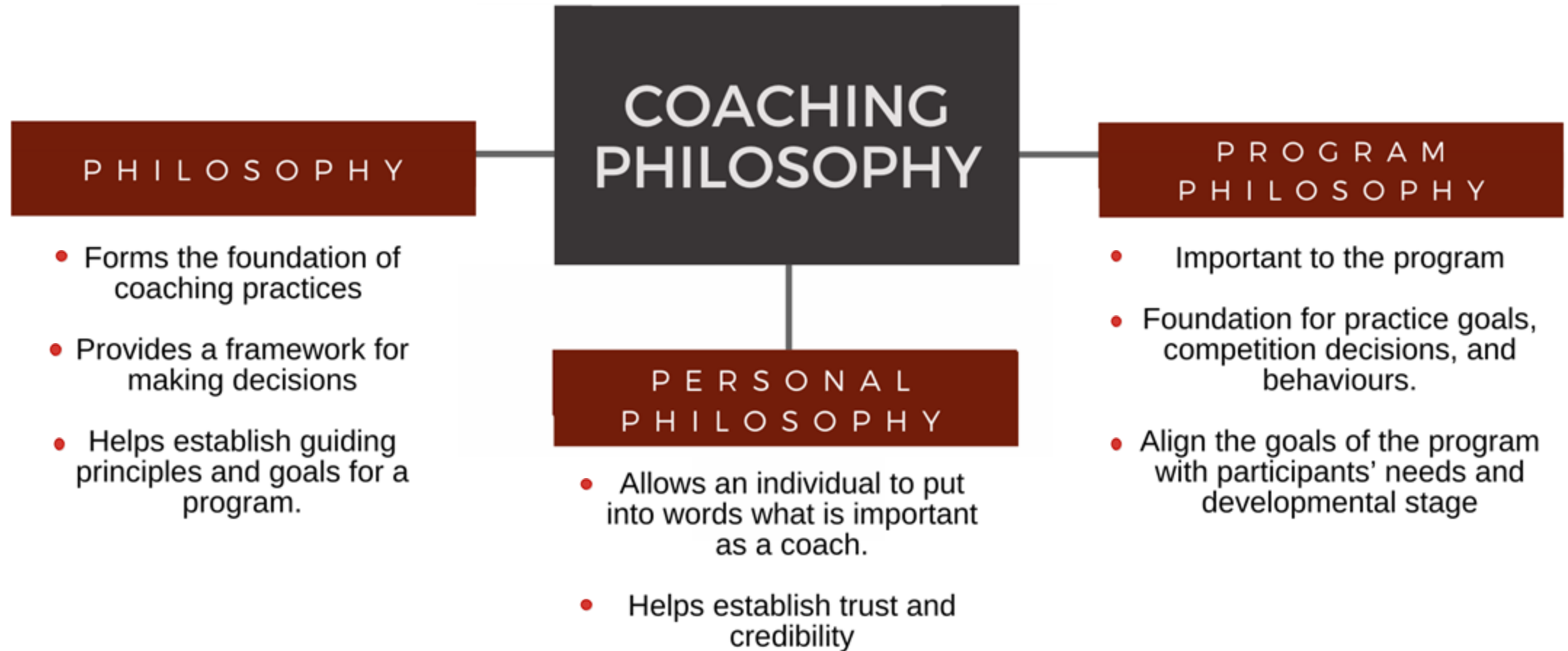


- Provide meaningful rationales, consider their input and give them more choices. They seek more to understand why and generally have a greater need to receive input into coaching decisions.
- Use problem-solving approaches and tap into their life experiences to aid learning. They enjoy using life experiences to better understand and solve problems.



2.4 | YOUR COACHING PHILOSOPHY

WHAT IS A COACHING PHILOSOPHY?



THE NCCP PHILOSOPHY

For more information, visit Coach.ca

THE AIM OF THE NCCP IS TO:

1

Provide every participant in a sport program with a positive experience

2

Provide an opportunity for participants to achieve their full potential through sport

3

Use sport as a personal development tool

EXAMPLE OF A “LEARN TO BOWL” COACHING PHILOSOPHY



- **Participation:** Everyone gets to play.
- **Preparation:** We'll work hard to develop our skills.
- **Performance:** We'll measure success by how we execute what we've learned — not by the scoreboard.

DESCRIBE YOUR COACHING PHILOSOPHY



Activity - Individual Reflection (2.3.5) - (5 minutes)

Scenario: Your first program session is in a couple of days, and you will need to explain your coaching philosophy.

- Using table 2.4.4, describe your philosophy in three points (like the example)
- Be brief and use simple language
- You will be required to share



3 | MEANINGFUL COMPETITION FOR A LIFETIME

Long-Term Athlete Development (LTAD)

MEANINGFUL COMPETITION FOR A LIFETIME



Rationale: Learn to Bowl programs are the start of an individual's participation in Bowls no matter the age.

To ensure long-term participation, children, youth and adults require a program that meets their developmental and training needs.

These needs are defined as *stages*. These stages are outlined in the Long-Term Athlete Development (LTAD) model.

MEANINGFUL COMPETITION FOR A LIFETIME



Objective: To identify the participant's stage of development and to provide a program that is appropriate for that stage of development.

Process: Will consist of a series of mini-presentations, individual and small-group activities.

LONG TERM ATHLETE DEVELOPMENT (LTAD) – WHAT IS IT?



- A clear, LONG-TERM view of athlete development
- A systematic approach to maximize athlete potential and participant involvement.
- Aims to define ideal training and competition conditions.
- Based on BIOLOGICAL AGE rather than chronological age.
- Bowls Canada has a sport-specific LTAD Model (*see Page 8 of Bowls LTAD document*)

WHY IS LONG-TERM ATHLETE DEVELOPMENT (LTAD) IMPORTANT?



“The LTAD provides all key bowls stakeholders (coaches, leaders, administrators, etc.) with a clear, long-term outlook on bowls development pathways in addition to key information and guidelines to maximize and optimize bowlers development and involvement.”

KEY DEFINITIONS

Fundamental Movement Skills (FMS) are motor abilities (agility, balance, coordination) and basic athletic movements (throwing, kicking, running, jumping, hopping and catching)

Fundamental Sports Skills are these fundamental movement skills applied to a sport situation: for example, kicking a soccer ball, running a sprint, jumping up for a basketball rebound, catching a baseball.

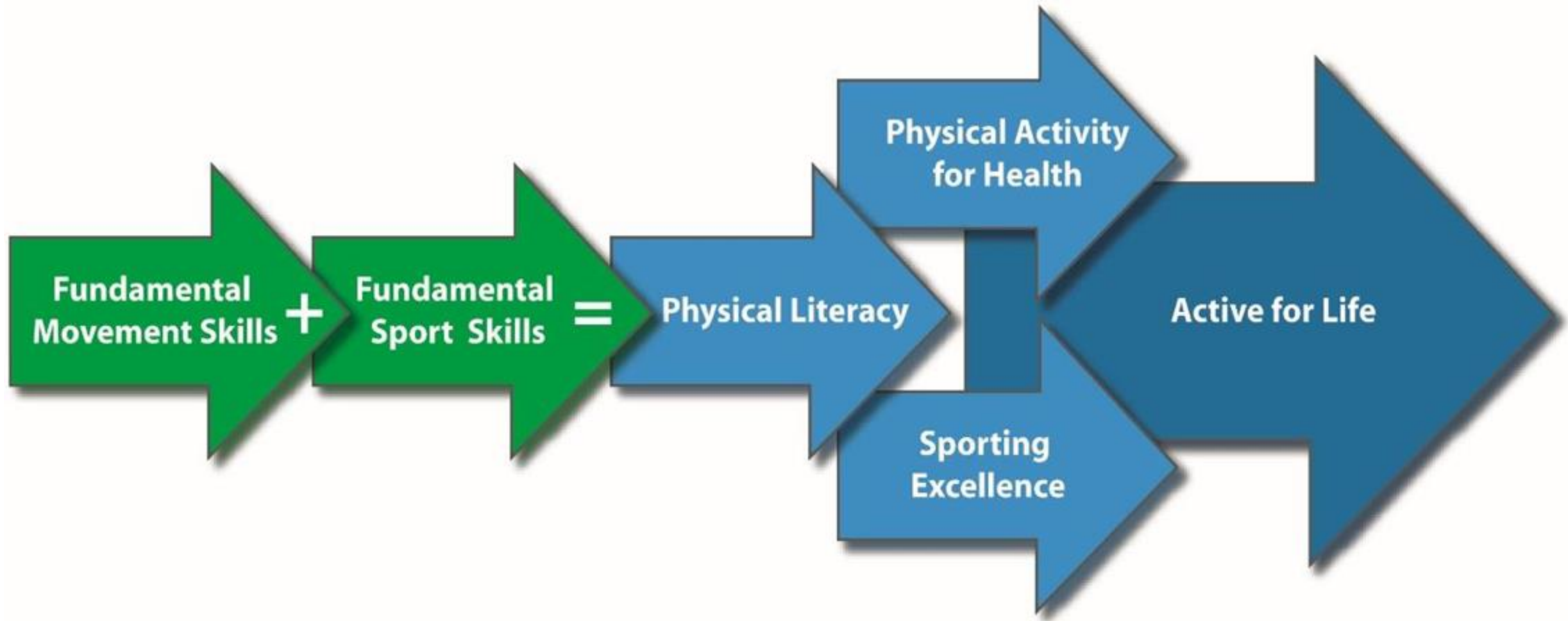


WHAT IS PHYSICAL LITERACY?



- The development of **fundamental movement skills** and **fundamental sport skills** that permit an individual to move confidently and with control, in a wide range of physical activity, rhythmic (dance), and sport situations.
- It also is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.

PHYSICAL LITERACY LEADS TO AN ACTIVE LIFE

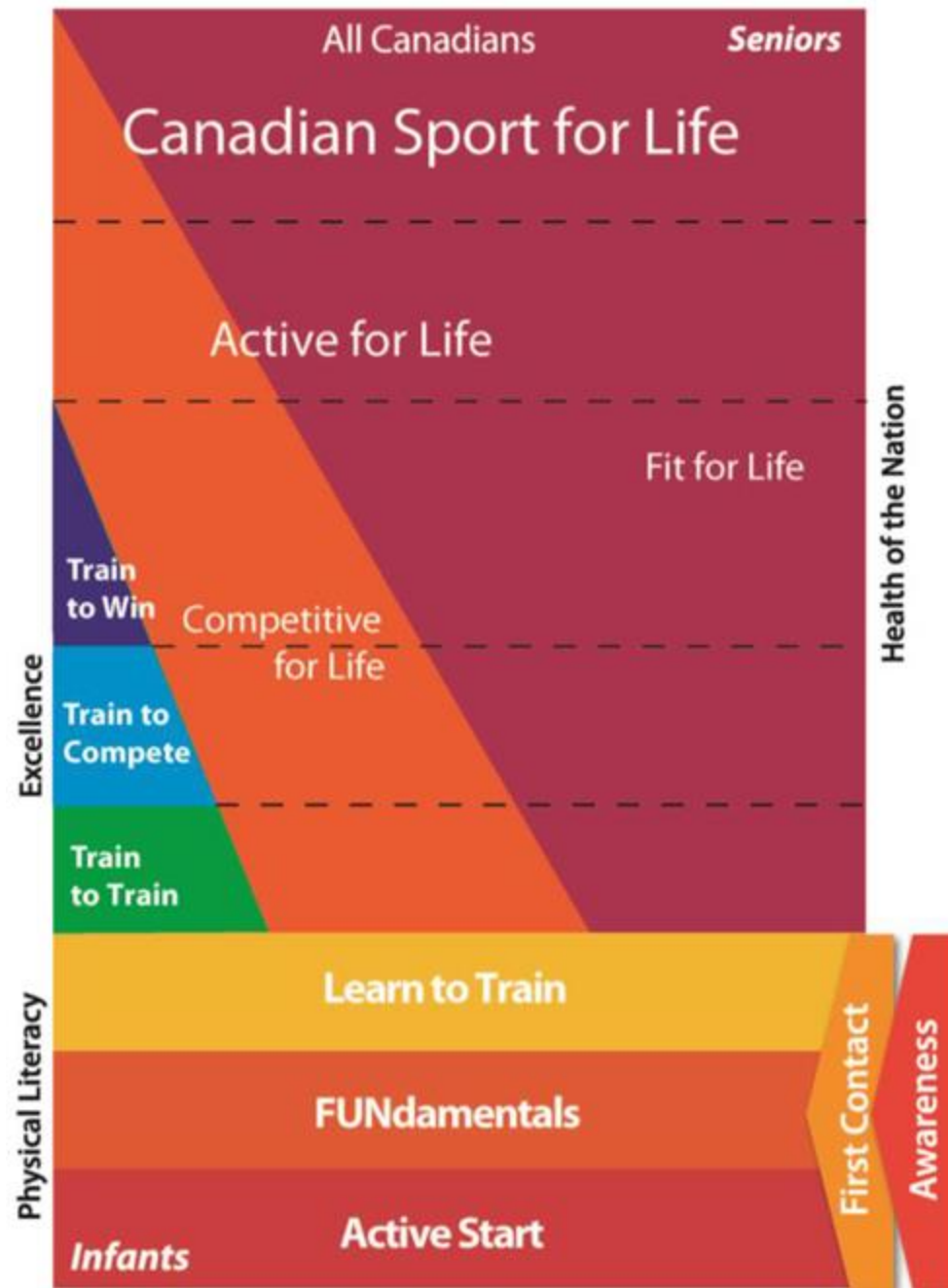


KEY PRINCIPLE - GETTING THE SEQUENCE RIGHT



Fundamental Movement Skills BEFORE Fundamental Sport Skills

“For participants to have success in sport, they must master fundamental movement skills before learning fundamental sport skills. It is equally important that they learn fundamental sport skills before being introduced to specific techniques or tactics.”



The Generic Long-Term Athlete Development Model (LTAD)

Source: Sport for Life



BOWLS CANADA BOULINGRIN LONG-TERM DEVELOPMENT ATHLETE DEVELOPMENT PATHWAY



LTAD FOR BOWLS CLUB COACHES



Activity - Jigsaw (with Bowls LTAD document)

- Class divides in 3 groups and are assigned an LTAD stage:
 - Group 1** – Learn to Bowl (pages 18-19)
 - Group 2** – Train to Play (pages 20-21)
 - Group 3** – Bowling for Life (pages 28-29)
- A group leader is designated to lead and facilitate
- Each becomes very knowledgeable about their assigned LTAD stage
(*15 minutes*)
- Each group designate a reporter to summarize and present the key concepts and main points of their assigned LTAD Stage to the whole group
(*maximum 5 minutes per group*)



Activity - Case Study (3.7.1)

- Small groups of 3-4 coaches
- Read the scenario of activity 3.7.1 and discuss and reflect the questions.
- Record thoughts in the table.
- Time: *20 minutes*

ROLE OF COMPETITION



Activity - 3-Minute Paper (3.8.1) (3 minutes)

The *Learn to Bowl* stage suggests 7 practices to 3 games ratio. Many new bowlers (and existing club members) may not like this.

- What are some positive reasons why *Learn to Bowl* participants should spend more time practicing than competing?
- What are some negative aspects to putting new participants in a competition right away?

Record your thoughts in table 3.8.1 in the Coach Workbook.



SESSION 1 CONCLUSION

- Questions?
- Reminder
 - Session 2 time and date
- Session 2 Topics
 - Safety
 - Making Ethical Decisions
- Thank you!



SESSION 2 OVERVIEW

- Safety
- Making Ethical Decisions





4. SAFETY

Coaches' Number One Priority



Rationale: Risk is inherent in all sport The role of the coach is to manage and reduce this risk.

Objectives:

- To identify risks in bowls
- To reduce these risks by managing them

Process: Will consist of a series of mini-presentations, individual and small-group activities.



Activity - Individual Reading (4.1.1)

- Read the scenario “Life in the Fast Lane”
- Highlight any risks you observe
- Time: *5 minutes*

RISK FACTORS IN BOWLS



Environmental risks

Factors related to the weather or its effects on practice or competition.



Equipment and facilities risks

Factors related to the quality and operating conditions of equipment and facilities



Human risks

Factors related to children and the people associated with them, such as coaches, parents, and officials. Factors include players' physical characteristics, their attitudes toward their sport, coaches' knowledge of the sport's rules and skills, and coaches' ability to teach these skills.



Activity - Small-group Task (4.1.3)

- Class divides in small groups of 3 coaches
- Complete the activity 4.1.3 identifying risks from the scenario “Life in the Fast Lane”
- Time: *5 minutes*



Activity - Large-group Sharing

- Each group share the main risks they identified.
- For each risk identified, the whole group attempts to answer the following question:
 - *“How can this risk be reduced?”*
- Time: *8 minutes*



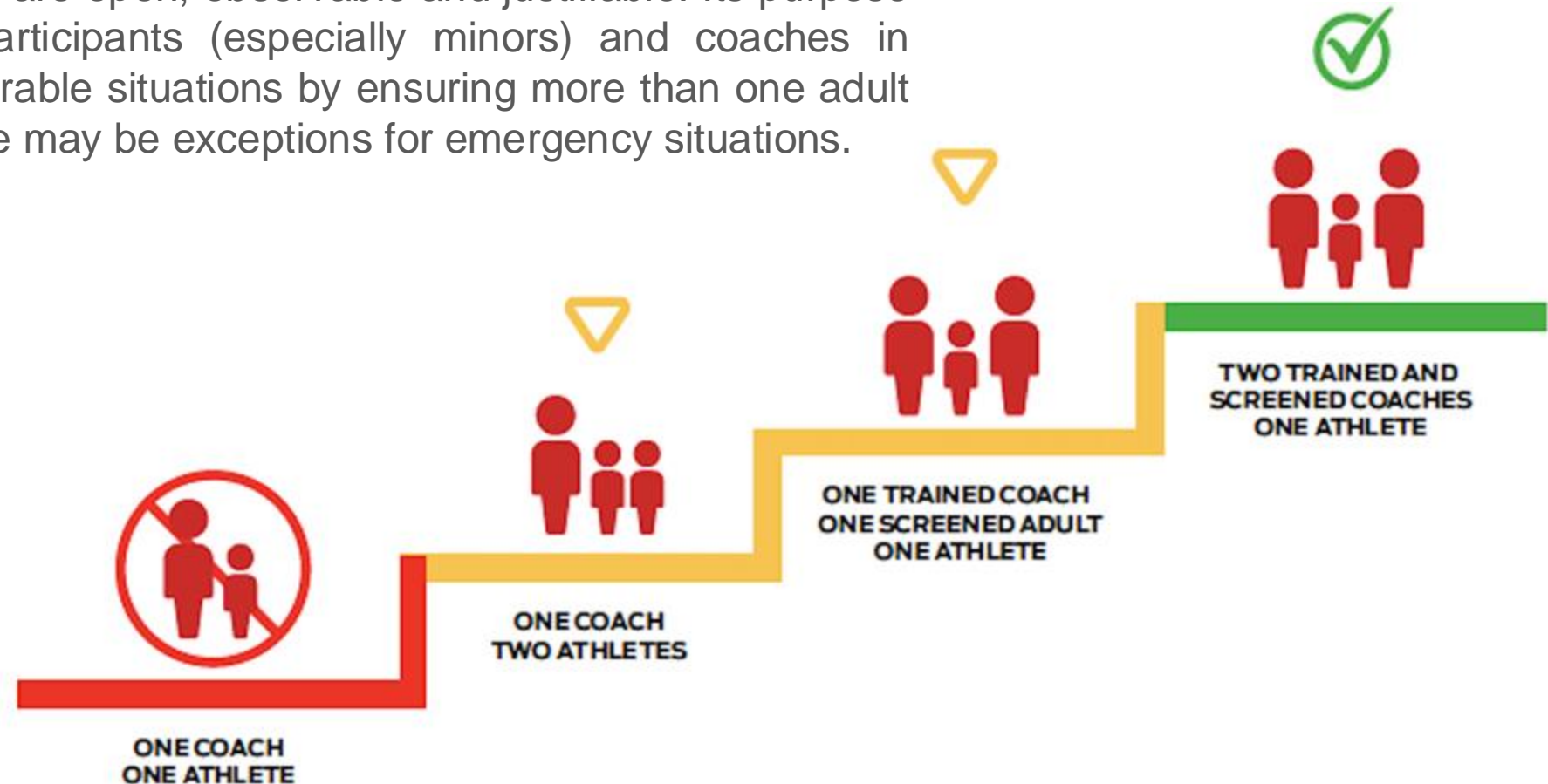
Activity - Individual Reading

- Review the Bowls Safety Checklist (4.1.4) and Risk Management and Injuries Prevention Strategies (4.2)
- Time: *5 minutes*

THE RULE OF TWO



The goal of the **Rule of Two** is to ensure all interactions and communications are open, observable and justifiable. Its purpose is to protect participants (especially minors) and coaches in potentially vulnerable situations by ensuring more than one adult is present. There may be exceptions for emergency situations.



THE RULE OF TWO



GOOD RULE OF TWO IMPLEMENTATION PRACTICES

- The coach is never alone and out of sight with a participant without another screened coach or screened adult (parent or volunteer) present.
- Allow training environment to be open to observation.
- Ensure a participant rides in a coach's vehicle with another adult present.
- Consider the gender of the participant(s) when selecting the screened coaches and volunteers who are present.
- Eliminate one-to-one electronic messaging. Ensure that all communications are sent to the group and/or include parents.

Learn more: coach.ca/responsiblecoaching

SAFE SPORT
TRAINING

**EVERYONE
HAS A ROLE
TO PLAY.**

LEARN MORE

coach,ca

Coaching Association of Canada
Association canadienne des entraîneurs



CONCUSSIONS



A **concussion** is a common form of brain injury and can be caused by a direct or indirect hit to the head or body (for example, a hit to the head, or a car crash). Rapid movement of the head, such as whiplash, can also cause a concussion.



Activity - Small-group Brainstorming

- Class divides into groups of 3-4 coaches
- Brainstorm the most common signs and symptoms together
- Record your answer in table 4.4.2
- Time: *5 minutes*



CONCUSSION: OBSERVABLE SIGNS

1 Lying motionless

2 Slow to get up after direct or indirect hit to the head

3 Disorientation or confusion, or an inability to respond appropriately to questions

4 Blank or vacant look

5 Balance, gait difficulties, motor incoordination, stumbling, slow laboured movements

CONCUSSION: SYMPTOMS



- Headache
- Pressure in the head
- Balance problem
- Nausea or vomiting
- Drowsiness
- Dizziness
- Blurred vision
- Sensitivity of light
- Sensitivity to noise
- Fatigue or low energy

- Don't feel right
- More emotional
- More Irritable
- Sadness
- Nervous or anxious
- Neck pain
- Difficulty concentrating
- Difficulty remembering
- Feeling slowed and like *in a fog*



National
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Emergency Action Plan

Create a
Customized
Emergency
Action Plan

Free eLearning Activity

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**MAKING
HEAD WAY**
in sport



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5 | MAKING ETHICAL DECISIONS

MAKING ETHICAL DECISIONS



Rationale: During your coaching career, you will be faced with situations that aren't clear-cut and where a number of actions could be seen as "right."

In these situations, it's important to have a decision-making framework that helps you separate legal issues from ethical ones. Your framework should use the *NCCP Code of Ethics* to help guide your decision-making.

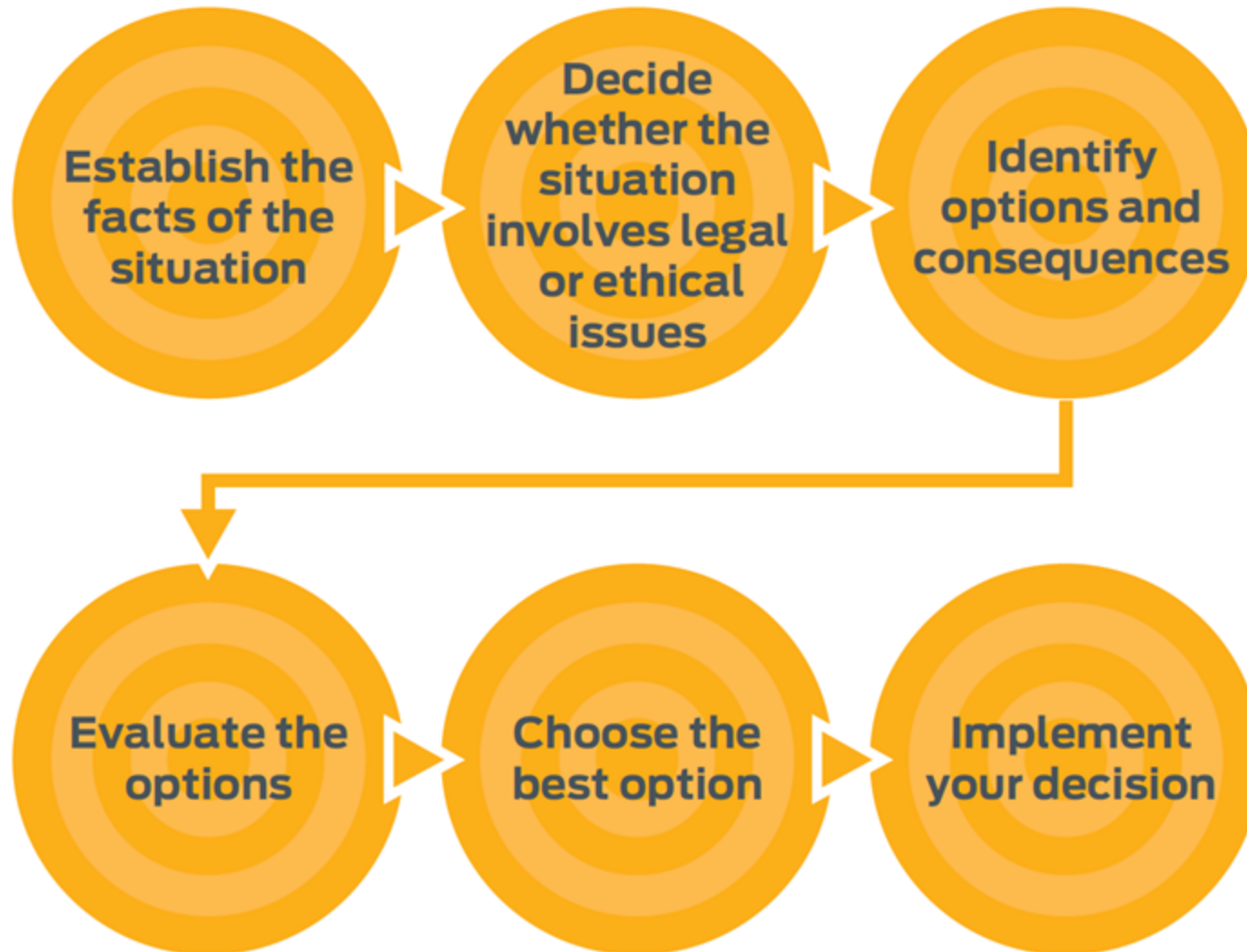
MAKING ETHICAL DECISIONS



Objective: To distinguish between legal and ethical situations and to apply the NCCCP decision-making process to resolve an ethical situation.

Process: Will consist of a series of mini-presentations and working in small groups and following the NCCCP decision-making process to analyze an ethical situation in coaching.

MAKING ETHICAL DECISIONS - THE 6-STEP PROCESS



MORALS

A set of deeply held, personal values that are based on beliefs that guide our thoughts and actions. We refer to our values in evaluating our choices and those of other individuals.

ETHICS

A series of principles (written or unwritten) describing right and wrong. The principles are agreed upon either explicitly or implicitly, by members participating in a group (example: codes of conduct, a religion, etc).

LAWS

A series of written principles voted by duly elected governments that must be legally followed. Breaking these laws have real consequences that may affect an individual's entire life.

NCCP CODE OF ETHICS

1

Leadership and professionalism

This principle considers the inherent power and authority that a Coach holds.



2

Health and safety

This principle considers the mental, emotional, physical health and safety of all participants.



3

Respect and integrity

This principle considers respect and integrity, which are the rights of all participants.

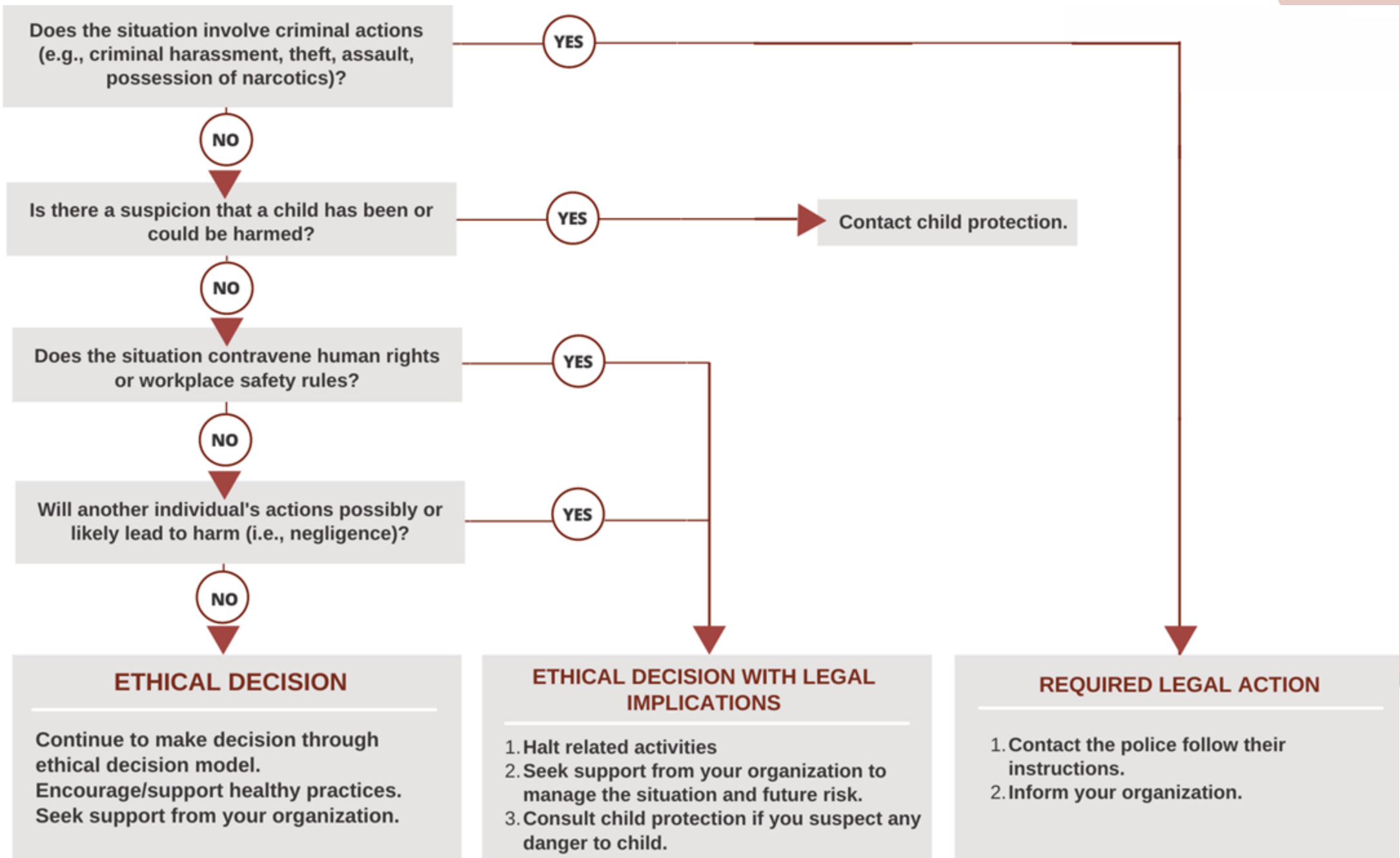




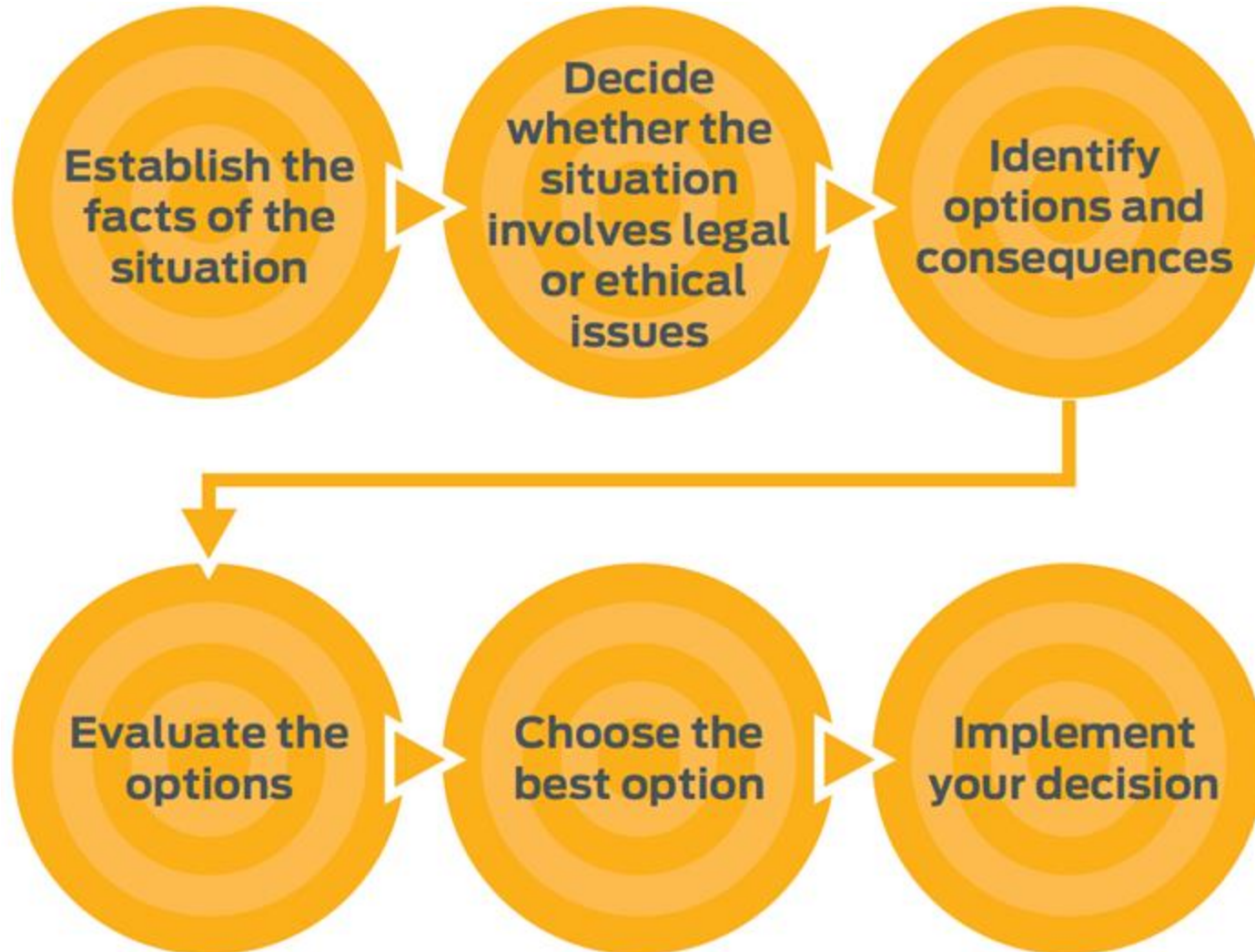
LEGAL IMPLICATIONS



- Has anyone been harmed by the action or decision of another individual, and if so, in what way?
- Does the action or situation conflict with an existing law?
 - Actions that are criminal or quasi-criminal
 - Actions that breach a contract
 - Indications a child may be in need of protection
 - Actions that are discriminatory
 - Actions that constitute harassment
 - Actions that could constitute negligence



REVIEW - MAKING ETHICAL DECISIONS - THE 6-STEP PROCESS



Making Ethical Decisions : The 6-Step Process

Step 1: Establish the facts in a situation.

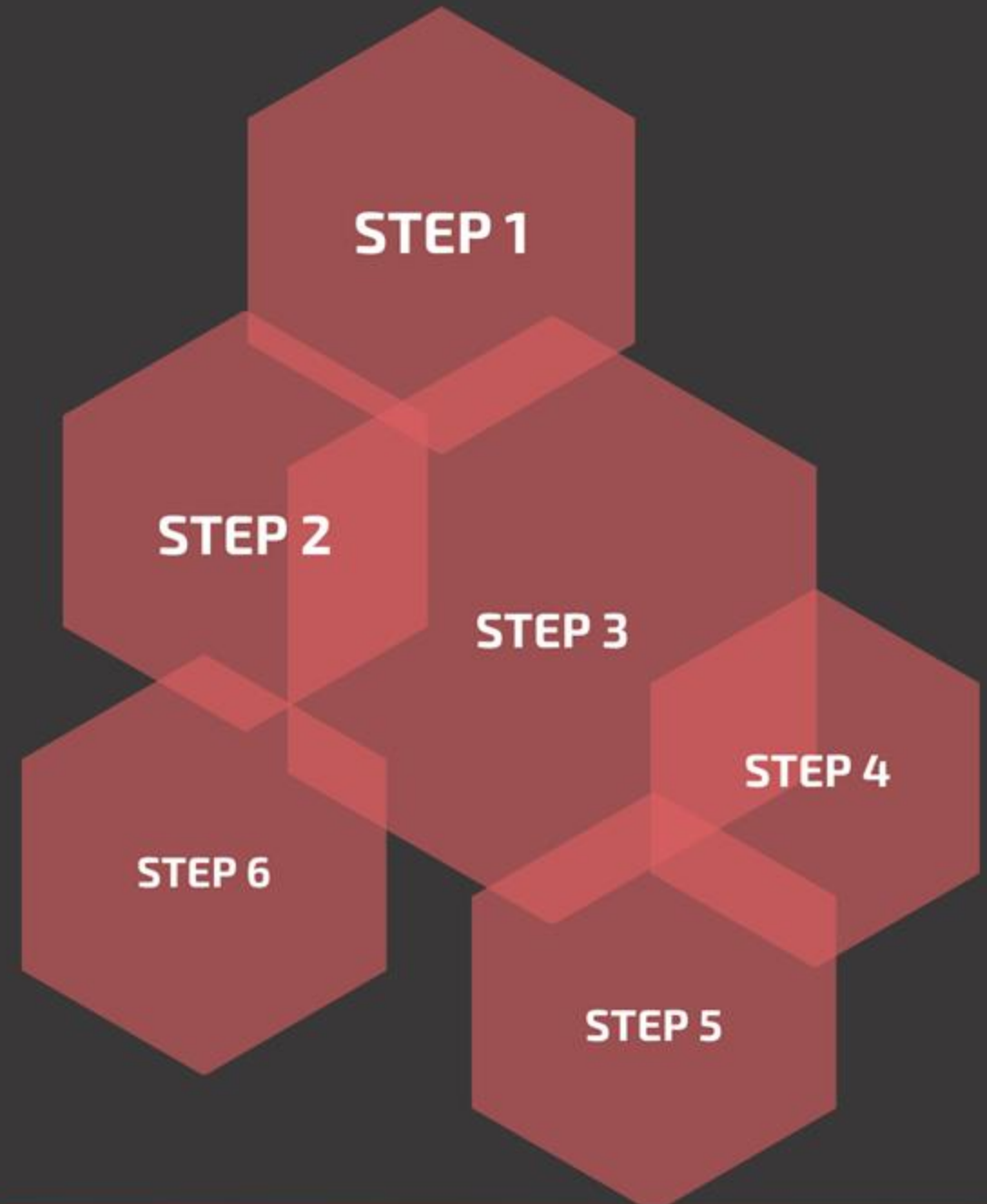
Step 2: Decide whether the situation involves legal or ethical issues.

Step 3: Identify your options and their consequences

Step 4: Evaluate your options.

Step 5: Choose the best option.

Step 6: Implement your decision.



MAKING ETHICAL DECISIONS



Activity: Case Study (5.8)

- Divide into small groups of 3 coaches
- LF assigns you Scenario 1 or 2
 - Scenario 1:** To Play or Not to Play
 - Scenario 2:** Travel time to each group
- Prior to starting working in groups, each coach reads their assigned scenario and pay special attention to the key facts in the scenario (*5 minutes*)

Activity 1 - Small-Group Task (10 minutes)

- With your group, review the scenario and establish as many relevant potential facts of the situation as possible.
- Record them on table 5.8.1

Activity 2 - Large-group Debrief (5 minutes)

- Taking turn, each team shares 3 facts they have established. Continue until the group is confident all relevant facts have been mentioned.
- Complete your list on table 5.8.1 with any additional facts you feel is relevant



Activity 1- 5.8.2A - Small-Group Task (5 minutes)

- With your group, using the supporting questions at 5.8.2A, ask yourself: “Does the situation have legal implications?”

Activity 2 - Large-group Debrief (5 minutes)

- Upon returning to the large group, answer the question “Does the situation have legal implications?” by YES or NO.

Activity 3 - 5.8.2B - Small-Group Task (5 minutes)

- With your group, answer the key questions to ask when identifying ethical issues in sport at 5.8.2B



Continuum of options for decision or action

Do nothing

Intermediate options

Most comprehensive
action or decision

As you consider the consequences (positive or negative) for each option, ask yourself: **What might happen if?**

- What might happen if I choose not to make any decision or not take action?
- What might happen if my position was favourable to the situation, question or issue at hand?
- What might happen if my position was unfavourable to the situation, question or issue at hand?

1

2



4

5

6

Activity 1 - 5.8.3- Small-Group Task (10 minutes)

- In breakout rooms, use the guiding question to determine a minimum of 3 possible decisions or actions to take, and identify positive and negative consequences for each option on the table 5.8.3.

Activity 2 - Large-group Debrief (5 minutes)

- Taking turn, each team shares 2 options each. Continue until the group is confident all relevant facts have been mentioned.
- Complete your list on table 5.8.3 with any additional solutions you consider relevant.



Making an ethical decision requires a final reflection on which decision is best. **Coaches' decisions should reflect a fair balance between outcomes sought and the means used to achieve them.** Such a decision is:

- The “right thing to do” regarding the duties and responsibilities of the person making the decision
- Made “the right way”
- Consistent with the core principles and behaviours outlined in the NCCP Code of Ethics

Activity - 5.8.4 - Small-Group Task (5 minutes)

- In breakout rooms, evaluate your 3 main options using the table 5.8.4



Activity 1 - 5.8.5 - Small-Group Task (10 minutes)

- In breakout rooms, discuss what you believe to be best option to choose. Each group member is free to choose what their best option is.
- Reflect on your decision by answer the questions below.

Activity 2 - - Large-group Debrief (10 minutes)

- Taking turns, coaches share what their best option is and why.



1

Choose your path.

Exactly what are you going to do? Carefully plan the steps you'll take.

2

Think about what might happen.

Consider the likely outcomes of the decision and how any consequences will be managed.

3

Identify who needs to know.

Consider who needs to be informed of or involved in implementing the action plan or decision.

1

2

3

4

5



4

Determine if you can deal with the person(s) on your own.

Is it appropriate to seek an **informal resolution** in this situation, provided there are no legal implications? If you approach the person individually and discuss what you saw (or what was shared with you), you're providing the person with an opportunity to respond and do the right thing.

5

Inform, don't threaten.

Inform the individual of the logical consequences that can happen if a situation is not resolved. Hopefully, threatening the person with more extreme consequences is an unnecessary plan B.

6

Think of what you might do next, if the chosen path of action doesn't work.

If your original decision or plan of action is ineffective, think carefully about what to do next. Inform the individual that now you must follow up with plan B. Consider who should be contacted and what level of authority you should now involve in this situation.

1

2

3

4

5





SESSION 2 CONCLUSION

- Questions?
- What's next?
 - Session 3 (in-person) details (if available)
- Session 3 Topics
 - Explaining and Demonstrating Bowls Skill
 - Selecting and Implementing Purposeful Games
 - Putting It All Together
- Thank you!